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ABSTRACT

This document reports on a project to identify and analyze the desire for professional collegiality and concerns about increasing alienation among members of the Queensland Institute for Educational Administration (QIEA). From a 3-phase workshop involving over 500 participants, 7 major issues were identified: (1) complexity of teaching and learning; (2) selection of candidates; (3) preservice teacher education; (4) decision-making power of teachers; (5) public presentation and representation; (6) the teaching workplace; and (7) professional development and inservice education. Each issue is discussed, and specific proposals for action are recommended. The 25 proposals for action are presented to provide a framework for the revitalization and maturation of teaching as a profession, and enhancement of the image of the profession. Appendices include a list of participants, an outline of the process of the three phases, schedules for the three workshops, and outlines of the outcomes of phases one and two. (Contains 32 references.) (ND)

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THE IMAGE OF THE TEACHING PROFESSION

Queensland teachers discuss ways to enhance the image of their profession

ED 401 228

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THE IMAGE OF THE TEACHING PROFESSION

Queensland teachers discuss ways to enhance the image of their profession

A Research and Professional Development Project of
the Queensland Institute for Educational Administration

By
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Co-ordinator
Image of the Teaching Profession Project

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Foreword

This report could not have been published at a more opportune time. Teaching is arguably the most important issue on the national agenda in education, with several national policies already formulated and others foreshadowed as a consequence of recent reports and ongoing projects.

The importance of the issue can be readily established. Education throughout Australia and elsewhere in the western world is undergoing quite dramatic change, possibly the most far-reaching since the emergence of systems of public education in the late nineteenth century. What is occurring is generally described as restructuring, with actions ranging from changes to working conditions through the establishment of national salary benchmarks and an advanced skills teacher classification, to new patterns of organisation and decision making, with central agencies becoming leaner and flatter, serving largely as a strategic core, and a major thrust toward school self-management, creating opportunities for the empowerment of principals, teachers, parents, students and other members of the school community. All of this is occurring at a time when the delivery of public services is the subject of unrelenting scrutiny, with efficiency in the allocation of resources and capacity to contribute to the economic well-being of the nation being key considerations in the formulation of policies and priorities.

It takes no more than a moment of reflection to appreciate that none of these changes may have any impact whatsoever on the quality of learning and teaching unless changes also occur at the most important interface of all, that is, between teacher and student. Will all that has occurred result in improvements in the selection, preparation, placement and ongoing development of teachers? Will teachers acquire the wider repertoire of knowledge, skills and attitudes to meet the complex array of learning needs of students, with rising retention rates and constantly changing curriculum, all in a climate of extraordinarily high expectations for the contribution of schooling to society? Will teachers have the resources to support their work? Will teachers be recognised and rewarded for their efforts?

At best, recent attempts to restructure education can be viewed as creating some of the preconditions for improvements in learning and teaching. Indeed, it is reassuring that research on school improvement has revealed that schools which have made significant gains have been empowered in very important ways, such as the acquisition of a capacity to mix and match resources, including staff, to priorities for learning and teaching, as well as the acquisition of knowledge and skills to successfully address these same priorities.

Having created some of the preconditions for improvement, our attention must now turn to learning and teaching and the support of learning and teaching, and it is here that the Queensland Institute for Educational Administration has made such an outstanding contribution through this report on the image of the teaching profession. The project on which it is based is a model for all professional associations, especially those in the field of educational administration. First, it has addressed an issue of

national significance. Second, it has mobilised members of the profession itself to conduct an analysis of the issue and to set priorities for action. Third, it has linked educational administration to what should be the focus of all administrative work, namely, the support of learning and teaching. Fourth, it has modelled excellence in policy analysis: empowering those with stake and expertise, utilising appropriate techniques for planning and decision making, and publishing the findings in a form which can be readily understood by all with an interest in the issue.

The Australian Council for Educational Administration is committed to making a contribution to the resolution of issues of national significance in education. This report comes at a time when we seek to strengthen our capacity to act in this manner. But while we have this national focus, we act principally through our affiliates, many of which take on particular projects which address a national need as well as the needs of members at the affiliate level. What has been accomplished here by the Queensland Council for Educational Administration is a model for all affiliates and in keeping with its past accomplishments: QIEA was recipient of the ACEA R.C. Kelly Award for the Outstanding Affiliate in 1990.

I commend this report to all of our members and, especially, to policy makers at all levels throughout the country. The report is based on the considered wisdom and experience of committed teachers who are themselves prepared to act on their findings. It deserves the most serious consideration as policies and priorities are formulated in the years ahead.

I would like to express my thanks and congratulations to all who contributed to this effort, especially the Queensland Institute for Educational Administration, through its Presidents Jarvis Finger (1990) and Neville Fry (1991); and Associate Professor Frank Crowther, University College of Southern Queensland, who coordinated the project. Frank Crowther was awarded an ACEA Travelling Scholarship in 1991, thus being able to highlight the findings of this very important report as he gives a series of important addresses around the country.

Brian J. Caldwell

Brian J. Caldwell
President, ACEA

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Preface

The publication of this report marks an end and a beginning.

The report is the culmination of a two-year project in which the Queensland Institute for Educational Administration tackled a problem of major concern to its members and came up with a set of proposals for action to enhance the image of teaching as a profession.

More importantly, however, it constitutes a challenge to QIEA and its members to take up the proposals and become proactive in bringing about change in the teaching profession itself and in the education systems in which members of the profession serve.

What must we as a professional organisation and as individual members of the profession do to ensure that our hopes and aspirations for the profession of the future become reality? We cannot - we must not - leave the future of our profession to others.

If every member of the profession were to take up just one of the proposals for action, what a ground swell for professional improvement there would be!

We are indebted to Frank Crowther for his dynamic and insightful leadership throughout our project and in the preparation of this report. The project workshops provided a stimulating professional development experience as well as the opportunity to share concerns and work together to identify potential solutions. It is now up to each of us to build on the excellent beginning embodied in this report and respond to the challenge to work together for the enhancement of our profession.

Neville Fry

Neville Fry
President, QIEA.

Acknowledgements

The experience of working with several hundred Queensland teachers and school administrators through the various stages of this project has been both rewarding and illuminating.

I am particularly grateful to the members of the QIEA Steering Committee who created the project in the first place and kept it going with their support and enthusiasm. Thank you - John Shelley, Merline Muldoon, Greg Laing, Murray Bladwell, Neville Fry and Jarvis Finger.

I am also indebted to QIEA's regional conveners, who made all the local arrangements - often in competition with floods and other natural catastrophes as well as the demands of their school duties and the on-going challenges of system restructuring - to ensure that teachers within their local areas could participate in the workshops and create concrete proposals for professional action. To those sixteen individuals, and to the several hundred teachers and administrators across the State who worked with them in the regional workshops, I trust that you will be satisfied with the outcomes of the project - you most certainly deserve no less!

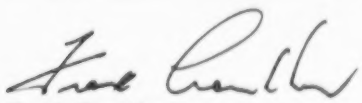
To those prominent Queensland educators who participated in the video sessions to prepare stimulus materials for the workshops, you should know that your efforts were indeed fruitful, if measured by the highly reflective and considered responses of workshop participants. To Jarvis Finger, Neville Fry, Paige Porter, Mary Kelly, Alan Druery, David Lloyd, Ian Matheson, Shane Groth, Peter O'Brien, Mike Middleton, Ken Imison, Merline Muldoon and John Roulston - thank you for your time and your support.

The proposals for professional action that are described in this report also bear evidence of the refined touch of the ACEA Canberra Region. To those Canberra educators who attended the March 22 workshop with me, and suggested a number of important adjustments to the draft QIEA proposals, this report is certainly the better as a result of your insights.

A significant amount of time was saved in preparation of the project report because of access provided to the draft *Review of Literature on the Effectiveness of Teaching as a Career* prepared by the Queensland Board of Teacher Registration (November, 1990). To Neville Fry, Director of the Board of Teacher Registration, and to Jenny Dargusch and Jill Manitzky who undertook the Review, thank you for making your draft document available to me.

A special thank you to Dawn Weir, QIEA's ever-dependable secretary. To Cathy Alcorn and Karen Hills, whose ability to turn my bits and pieces into works of secretarial art never ceases to surprise me, you have done it again! Thank you.

Finally, to QIEA, my thanks for the chance to participate in this excellent project. It has enabled me to reflect on the essence of teaching and, in so doing, to renew my commitment to teaching as the most vital of the professions. I trust that this renewed sense of commitment and vitality is evident in the pages that follow.



Frank Crowther
University College of Southern Queensland
Toowoomba June, 1991.

'If the world of teaching flows essentially out of the person of the teacher, out of the interior life of that person, why is everyone in the profession silent about it? Why this unarticulated conspiracy of silence about something so crucial to teaching?'

Robert J. Starratt
The Interior Life of a Teacher

Why, indeed!

Section One

Background to the project

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It began as a routine exercise — a professional association conducting a survey of its 1000 members to ascertain perceptions of existing and needed member services. No expectation was held for anything other than a set of routine responses.

But for the Executive Committee of the Queensland Institute for Educational Administation in mid-1988, the results were both compelling and unusual. They pointed to a professional community that was thirsty for professional collegiality and extremely concerned about an apparent growing alienation from its broader community and culture. Approximately seventy per cent of respondents indicated that they felt a strong sense of futility at their inability to respond adequately to growing criticisms of their work and to frequent misrepresentations, in the media, of the demands and dynamics of teaching and learning in contemporary schools and classrooms.

Acting on this expression of disquiet, the Institute established a task force in early 1989 to examine ways that QIEA could fill an obvious gap in the professional lives of its members. The Executive summed up its response several months later, as follows:

'We feel we should seek to do what we can to help improve the situation from the particular perspective of the professional association of educational administrators. Our members come from different sectors of the education system. Some are from the Government sector, others are from the non-Government sector. Many are school administrators, and these come from primary and secondary schools, special schools and TAFE colleges. Others are system administrators.

Through this professional development initiative we are seeking to tap into the interest and expertise of our members to identify and analyse the problem, to examine options for improvement and to come forward with considered views and proposals for action by QIEA itself, together with recommendations for the Institute to convey to other bodies'. (QIEA, 1989a:1)

The 'Image of the Teaching Profession' project was thus created, a direct response on the part of a professional association to concerns about which members felt very strongly, but lacked the resources and the networks to be able to address as individuals. In the year that followed, a three-part workshop series was carried out in diverse Queensland centres, involving a total of over 500 participants. The workshop groups were never large - indeed, the largest comprised only 35 QIEA members and guests. Quite frequently, however, working groups were very small, with gatherings of three or four members in isolated locations being more the norm than the exception, and the average for each session in the workshop series being twelve participants.

In phase one of the workshop series, participants responded to video-recorded presentations, involving a number of prominent educators, to attempt to define the image problem that QIEA members had articulated earlier. What became clear from the three hundred concerns that were articulated was that the essential purposes of teaching are perceived by many teachers and school administrators as confused. Should teaching today attempt to derive meaning by providing direct responses to areas of societal deficit, such as an ailing economy, various forms of social injustice or the supposed Australian cultural cringe? Or, should the purposes of teaching be viewed as based in the well-being of individual children, with schooling regarded as

the process by which each child's distinctive potential is nurtured and refined? Or, as a third prospect, should teaching be regarded as primarily a service profession that is integrated with other community agencies to respond to the aspirations and needs of community members and groups?

Each of these potential purposes for teaching results in a different image for the teaching profession. Each undoubtedly has value in itself but, in the absence of philosophical analysis and decision, the situation has evolved where we currently have a confusion of purpose, an undervaluing of professional image and an undoubted impediment to effectiveness in school and classroom practice.

The three hundred concerns expressed at the phase one workshops were classified by the project steering committee into fourteen factors that contribute to a negative professional image (Appendix D). In the phase two workshops, participants transposed these factors into some 39 policy proposals encompassing nine elements of professional image (Appendix F).

Finally, in phase three, the regional groups analysed the nine elements of professional image to create a set of action plans. The consolidated framework was found to comprise seven issues and 25 proposals for action.

In the next section of this report, the seven issues that were consolidated out of phase three of the project are presented, along with the 25 proposals for action. It is ironical, and some will regard it as unfortunate, that the question of what constitutes the essential purpose of teaching remains largely unaddressed. However, the actions that are proposed in the pages that follow provide mechanisms by which the diverse groups who make up the teaching profession can reflect upon their work and how it is represented publicly. In so doing, it is believed that the important issue of purpose can now begin to be addressed.

In summary, the proposals for action which came out of the QIEA workshops provide a framework for the revitalisation and maturation of teaching as a profession. Queensland teachers believe that this framework has the potential to greatly enhance the image of their profession and in so doing to enrich the quality of learning in their classrooms.

Section Two

Enhancing our image as a profession: issues and responses

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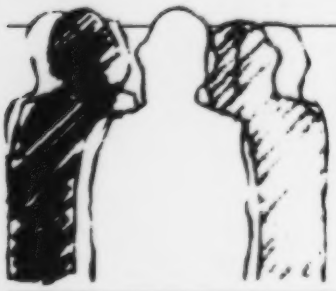


Issue One
THE COMPLEXITY OF TEACHING AND LEARNING

In phase one of the project, it became evident that many teachers and administrators regard the essential purposes of teaching in contemporary society as confused. That is, the values to be achieved through the activities of the teaching profession are no longer clear.

In an age when all professions have become secularised, liberalised and rationalised, open to a wide range of participants and accompanied by a proliferation of specialisations, a breadth of purpose is inevitably to be expected. However, participants at the QIEA regional workshops indicated that the difficulty that has come to afflict their views of themselves is not one of breadth of purpose so much as a diminished sense of the complexity and subtlety of the processes of teaching and learning.

In considering this issue, it was noted that during the past decade or so teaching has become a relatively public activity, with schools and classrooms opening their doors to a range of volunteers, paraprofessionals and community resource personnel. One positive result of this changing relationship between schools and their communities may well be that the sense of trepidation felt historically by many parents towards schools and teachers has been replaced by relaxed and confident attitudes. Similarily, a degree of resistance on the part of some parents to the influence of teachers on their children may have been replaced by a general outlook of support. Overall, it is doubtful if any teacher would wish to turn the clock back to the day when esteem for teachers derived substantially from a combination of bureaucratically imposed authority and a degree of mystique about how they actually performed their responsibilities.

Participants in the QIEA regional workshops noted, however, that the breaking down of barriers between schools and their communities may have served in unexpected ways to undermine the integrity of teaching and the image of teachers. That is, the increased public presence that has occurred in schools has drawn attention to the observable aspects of teaching processes, but has done little, if anything, to illuminate teaching as intellectual work that is linked inextricably to profound cultural and social ideals. Indeed, it may have served to obscure and devalue the essential importance of the teacher's 'interior life' - those individual values, views of the world, talents and specialist skills that teachers themselves know to be inseparable from their work and that cannot be isolated from excellent teaching and learning.

The Toowoomba regional group made this point and noted that initiatives to bring non-educators into the school have commonly resulted in the presentation of teaching as a relatively straight-forward task rather than as a highly complex process. Media coverage of school activities and projects has tended to follow a similar pattern. That is, instances of academic, sporting and cultural excellence frequently infer the outstanding talents of students while overlooking the highly disciplined teaching that may have contributed to the achievements in question. On the other hand, alleged deficiencies are frequently portrayed in the media as having been caused by a failure on the part of schools or some aspect of educational methodology. Overall, the inherent complexity of high quality teaching has become increasingly obscure and misunderstood in recent years and in so doing has contributed to a devaluing, in the eyes of both teachers and the community, of teachers' work.

Toowoomba participants also noted that the idea held by some that teaching is a routine, straight-forward process stands in stark contrast to the highly complex topics on the program of a regional conference held in the city several weeks earlier. Hope was expressed at the Toowoomba workshop that the 'advanced skills teacher' concept being introduced in Queensland will enable the image of teachers and teaching to be enhanced by illuminating the complexities and subtleties of excellent teaching for parents, students and the profession itself. Perhaps for the first time in Queensland, a cadre of teachers with acknowledged specialist pedagogical skills will now be recognised. The Toowoomba group also pointed out that teacher education must do more to intellectualise the processes of teaching. That is, low level knowledge often seems to be emphasised in teacher education at the expense of reflection, critical awareness and analysis of significant pedagogical issues.

The Cairns regional group discussed the issue of whether it would be beneficial to try to create a simple definition of 'teaching'. How is it more than 'common sense'? Is it different to the instruction that takes place in Sunday School, Boy Scouts and ballet lessons? Can teaching in fact be conceptualised so that its complexities can be communicated within the profession and to the general community? Questions of this type were considered by Cairns participants and it would seem must be addressed if justice is to be done to the image of teaching as a profession. Such issues were also considered by participants at the Canberra workshop where it was suggested that, as educators, we seldom solicit the views of other professionals - such as psychologists, therapists, medical practitioners - or of academic disciplinarians - such as mathematicians, chemists, linguists - regarding the perceived nature and quality of our work. Were we to do so we might find the results to be both illuminating and of significant practical value.

At Kingaroy, it was pointed out that most major educational reports during the past decade have tended to emphasise the importance of educational management while giving little recognition to the complexity of excellent teaching and learning. Does this tendency impact upon the image of teachers? According to Kingaroy participants, if educational restructuring is not clearly focused on the teaching-learning process, it may create gulfs between teachers and administrators, and between practitioners and policy-makers, thereby isolating classroom teachers from colleagues in positions of administrative authority and detracting from their

sense of professional identity. The result may well be a continuing deterioration in the image of teaching as a profession.

Conclusions reached by workshop participants have been noted by a number of other authorities in recent years. In Queensland, *Project 21* reflected some of the concerns expressed at the regional workshops. As another example, the 1990 Schools Council paper, *Australia's Teachers: An Agenda for the Next Decade* stated that:

> *'... no matter how frequently and cleverly schools and systems are restructured, little of import will change until the working relationships between teachers and students become more effective and productive. Discussion of the quality of teaching must primarily focus on the quality of learning for its justification. As a number of our respondents have pointed out, it would certainly be in the best interests of teachers if their work could be better defined. It would be even better for the broad interests of schooling if the work of teachers could be adequately explained.'* (Schools Council, 1989: 49)

The first task, then, is to avoid somewhat mechanistic views of teaching as reducible to straight forward processes. Perhaps as Darling-Hammond (1988) has suggested, the starting point has to be a recognition that students are not standardised so effective teaching cannot be standardised either. The second task, and one that is much more challenging, is to create a view of teaching that 'emphasises its demanding complexities' (Howsam, et.al. 1985). And, finally, the task of explaining these views to both professional and public audiences must be undertaken.

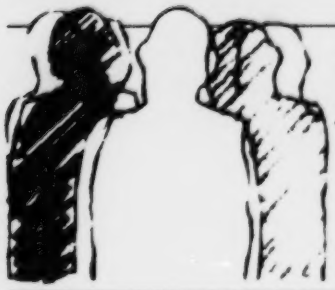
It is the considered view of participating QIEA regional groups that challenges such as these are well within the resources and capabilities of a committed profession to resolve. It is also believed that efforts to achieve them will go a long way to enhancing the image of classroom teachers and hence will serve the best interests of not only the profession but also of future generations.

Three proposals for action arose out of workshop discussions pertaining to the complexity of teaching and learning. These were:

ACTION **1** Classroom practitioners who are recognised for their outstanding skills, such as advanced skills teachers, should take a leading role in conceptualising and articulating the subtleties and complexities of effective teaching and learning processes.

ACTION **2** Professional associations, particularly in subject areas, should generate approaches to collegial inquiry that will enable classroom teachers to reflect upon their work, to assess their teaching methods and to refine their specialist teaching skills.

ACTION **3** Principals and teachers who report the academic, sporting, cultural and other achievements of students through the media should emphasise, where possible, the intrinsic qualities of what has been learned, or achieved, and also of associated outstanding teaching methodologies.



Issue Two SELECTION OF CANDIDATES FOR TEACHER EDUCATION

As the 1980's drew to a close in Australia, a disturbing trend had become evident in the preferences of high school leavers for tertiary places. Farrar (1989) found that in New South Wales the aggregate score of the Higher School Certificate students had dropped to the point where students entering teacher training were among the lowest in academic standing of any profession. Ashenden (1990) revealed that in Western Australia in 1986 only twelve of the thousand top candidates for higher education places opted for teacher education.

Overseas, similarly distressing trends have been observed. In the United States, *The Report of the Task Force on Teaching as a Profession* published by the Carnegie Forum on Education and the Economy (1986) provided data which demonstrated that college students contemplating a teaching career continued to lag behind the average college-bound student in academic performance. In England, an article in *The Times Higher Education Supplement* (1990) indicated that, in 1989, only 45 graduates of Cambridge University chose to continue on to teacher training, compared with 83 the previous year.

Within the Queensland context, examination of the Board of Teacher Education's *Project 21: Teachers for the Twenty-first Century* and annual reports of the Queensland Tertiary Admission Centre reveals that for the 1985 intake, 18.7% of those applying for tertiary places indicated teacher education as their first preference, but in 1989 this had fallen to 11.9%. As well, figures reveal a continuing decline over recent years in tertiary entrance scores for both those seeking places in, and being admitted to, teacher education programs. While this trend showed an unexpected turnabout in 1991 (with TE entry scores for education at some Queensland institutions increasing by fifty or more points from the previous year), there is no indication of whether this change is permanent, or, indeed, of what caused it to occur.

Many of the workshop participants drew attention to a general perception that the academic standard of teacher applicants has indeed declined. It was frequently pointed out that many talented young people are no longer being attracted to teaching as a career, opting instead for such studies as business, information technology and journalism. It was noted also by tertiary teacher education staff who participated in the Rockhampton and Toowoomba workshops that the proportion of academically gifted students (TE scores exceeding 950) entering education had reduced to a trickle in 1990.

Workshop participants noted that the relationship between academic criteria for entry to teaching and eventual teaching success is certainly a complex one. However, as long as many students undertaking teacher education do so without senior studies in academically demanding areas like the physical sciences, pure mathematics and advanced English it may be difficult to refute charges of inadequate levels of numeracy, literacy and specialised knowledge among a number of beginning teachers.

What, then, can be done? Workshop participants concluded that resolution of this problem does not seem to lie within the authority of secondary schools, where administrators are constrained in their course offerings by an increasingly diverse student body and in their course counselling by the fact that students usually delay their career choices until well into their final year at school. Furthermore, simply to attempt to demand higher academic standards at the point of entry to teacher education would serve to discriminate against many mature age students. The only obvious solution, given these complexities, is to stipulate professionally credible criteria in numeracy, literacy and specialised knowledge for acceptance into teacher education and then to provide bridging courses within all preservice teacher education programs for those students who do not initially meet the criteria in question. An action of this type, it is believed, would go a long way towards assuring teachers themselves, and the community in general, that the criteria for entry into teaching are appropriate to the needs of a profession that is charged with responsibility for developing literacy, numeracy and scholarship in the youth of Australia.

However, the QIEA workshops viewed the question of recruitment to teaching as requiring broader consideration than that of academic background alone. At each of the regional sessions where professional selection was considered in phase three of the project, it was noted that academic talent is only one criterion for eventual professional success and that an equally important consideration is the *desire and ability to work with young people*. Indeed, this criterion should be among the most important in the selection of prospective teachers. Are procedures in place to familiarise senior high school students with the nature of teaching as a service profession, with learning as a multi-faceted and fascinating process, with schools themselves as inextricably linked to Australia's future well-being, indeed survival? Consistently, the response of participating centres was that very little of what can be done, and must be done, if teaching is to be elevated in its professional image amongst prospective teacher education candidates is currently being done. Secondary school principals more than any other group are believed to have a responsibility to address this aspect of the issue.

A final concern, noted in particular at the Gladstone and Cairns workshops, relates to the gender imbalance of students currently entering teacher education programs. According to research conducted by the Schools Council (1990), 61% of Australian teachers in 1989 were female and 39% were male. The proportion of males and females in secondary schools is approximately the same but there are currently about three times as many females as males in primary schools. As the workshop groups pointed out, a better balance of the sexes is desirable across all grade levels and subject areas if teacher role modelling is to be maximally effective and if schools are to be perceived publicly as able to respond to many of the societal stresses that impinge upon them. In particular, if teaching is to be perceived as able to respond to

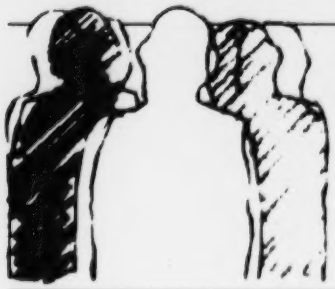
the growing trend towards single parent families, the proportion of male teachers in primary schools must be increased greatly.

Three proposals arose out of the workshop discussions regarding selection of candidates for teacher education. These were:

ACTION **4** School leavers seeking admission to teacher education courses should demonstrate predetermined levels of literacy, numeracy and disciplinary knowledge (appropriate to the specialisation being sought). Bridging courses should be made available to those students who do not demonstrate appropriate levels of competence at the point of initial entry to teacher education.

ACTION **5** 'School recommendation' should be included as one criterion for acceptance into teacher education courses, with such recommendation based on documented evidence of potential for, and commitment to, working with children and young adults.

ACTION **6** Professional promotion campaigns should be developed around the profiles of highly successful role models (male and female, primary and secondary, diverse specialisations) with a view to illuminating among potential mature age and high school applicants for tertiary places the intrinsic challenges and rewards of teaching as a career.



Issue Three
PRESERVICE TEACHER EDUCATION

It was evident from the outset that preservice education would figure very prominently in the creation of an action plan to enhance the professional image of Queensland teachers. In phase one, aspects of preservice programs constituted the most frequently mentioned cause of the image problem. Then, in phase two, proposals for reform to tertiary education programs constituted almost a quarter of the policies that were recommended by participating regional groups.

This over-riding concern on the part of Queensland teachers and administrators is certainly not unique to Queensland. Almost a decade ago, in a critique of the future of teacher education, Howsam (1982:2) had written that:

> *'In the world of occupations, one thing is certain. The status and condition of profession is never achieved in the absence of a strong validated knowledge and skills base for practice and rigorous preparation for service. This reality ties together the fates of teacher education and the teaching profession.'*

In Queensland, it seems conclusive from the QIEA workshops that preservice teacher education is viewed within the profession as not adequately attuned to many of the dynamics of modern classrooms and, to a lesser extent, as presenting minimal expectations for scholarly development and achievement. This latter conclusion is consistent with the findings of the Holmes Group, a consortium of teacher educators from research-oriented universities in the United States, whose report *Tomorrow's Teachers* (1986) asserts that the intellectual weakness of preservice teacher preparation is a major factor in the erosion of the prestige of the teaching profession.

It is consistent also with the research findings of Marshall et.al. (1988) who drew attention to the image of education as an 'easy major' and as lacking rigor. This image may discourage students from pursuing a career in which, as Vance and Schlechty (1982:26) note, 'they risk the stigma of being thought among the least academically able of all college graduates'.

Several regional groups drew attention to the fact that the majority of preservice preparation continues to take place in three-year diploma programs. The Australian Schools Council (1989) has pointed out that this may deter intending tertiary students from choosing teaching as a career; Queensland teachers go further and assert that a profession that requires less than a four-year degree as a requisite for entry is stating publicly that it places limited value on its own skills base and the complexities and demands of the role of a professional.

Participants in these sessions were quick to point out, however, that 'more of the same' will not solve the problem of image that Queensland teachers are concerned about. Four-year preservice degrees should guarantee a level of specialised professional knowledge that is not possible in three-year courses as well as comprehensive practical experience in complex teaching situations (that is, challenging teaching environments and specialised pedagogical skills).

Several regional groups pointed to obvious gaps between practices in modern schools and the content of teacher education courses. Graduates' lack of skills for responding to school-based planning and decision-making, now a requirement of all Australian education systems, was singled out for particular mention. At Rockhampton, the regional group drew a link between the lack of involvement that preservice teachers currently have in designing their own courses and their perceived lack of capacity, as beginning teachers, to engage in school-based decision-making and program design. The Brisbane group suggested that beginning teachers are frequently ill-prepared for the realities of school-based budgeting, continuous change and team work that they encounter with their entry into the workforce. They thus tend to begin their careers with a view that they do not understand the system, and with a perception of themselves as a rather powerless group.

The workshops disclosed that the one aspect of teacher education that is most important, and also most in need of reform, is that of in-schools experience. There should be more periods of extended school-based practicums, involving greatly enhanced liaison between tertiary lecturers, supervising teachers and teacher education students. Practical issues like coping with disruptive students and responding to concerned parents should be dealt with through three-way dialogue and seminars that involve all three groups. The Rockhampton regional group in particular noted that development of the capacity for self-analysis, through dialogue, is essential if beginning teachers are to be prepared for the collaborative approaches to problem-solving that are now expected in schools in all Australian systems If this is to happen, it must begin in teacher education through the example of tertiary instructors, in-school supervisors and teacher education students engaged in collaborative problem-solving of school and classroom issues. At present, such liaison exists only on a limited basis. Potentially powerful collaborative practices, like action research, clinical models for peer evaluation and student analyses of exemplars provided by tertiary staff, are far too infrequent. The net effect is that teacher education, in the eyes of many practising teachers as well as education students, is currently doing too little to symbolise the ideal of integrated theory and practice that is basic to a sophisticated professional image.

Participants at the Canberra workshop endorsed this conclusion, noting that lecturers in teacher education institutions have not historically viewed it as their responsibility to communicate the complexities, challenges or dynamics of their work to either practising professionals or the community in general. The gulf that has developed between educators at tertiary and basic levels now makes it difficult for each segment of the profession to contribute to enhancement of the professional image of the other.

The Rockhampton group also noted that school/faculty committees should function with genuine authority and should be responsible for ensuring that codes of

professional standards are developed and observed in all schools in relation to the work of preservice students. Canberra participants in the project suggested that this proposal be taken a step further, to include reference to the work of supervising staff from both schools and tertiary institutions. The development of supervisory skills programs for use by both tertiary and school-based supervisors would seem to be an appropriate starting point. Exchange programs between tertiary institutions and school systems would also seem to be critical to the achievement of such a goal.

Five proposals for action arose out of the workshop discussions regarding preservice education. These were:

ACTION **7** All preservice education should encompass four-year, degree courses, and the fourth year of such courses should emphasise extended and specialised practicum experience.

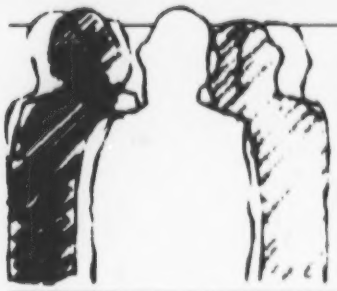
ACTION **8** Codes of Professional Standards should be developed by representatives of tertiary institutions, schools and preservice students. Codes should include:

(a) expectations for the professional activities of preservice students;
(b) standards for exemplary practice by supervising professionals from both schools and tertiary institutions.

ACTION **9** The in-schools component of preservice teacher education should include emphasis on collaborative learning with peers (e.g. the clinical analysis of personal practices) and with supervising staff (e.g. action research).

ACTION **10** School/faculty committees, or some similar structure, should be used to ensure that innovative organisational practices in education systems are incorporated at appropriate levels in preservice education courses.

ACTION **11** A flexible system of staff interchanges between schools, school clusters and tertiary institutions should be instituted on a significantly expanded scale.



Issue Four
THE DECISION-MAKING POWER OF TEACHERS

Regional groups that focused their attention on the decision-making power of teachers indicated an ultimate conviction that the professional image of teachers *should* and *can* be enhanced by devolution of appropriate authority to teachers and by the dismantling of historical bureaucratic restrictions upon schools. They were quick to point out, however, that devolution will not be easy to achieve, nor will it necessarily guarantee improvement in teachers' image.

Historically, teachers have often felt that they had little or no input into decisions which criticially affected their work. The Carnegie Task Force (1986:39) commented on this point as recently as 1986 with the following statement:

> *'Teachers work in an environment suffused with bureaucracy. Rules made by others govern their behaviour at every turn ... An endless array of policies succeed in constraining the exercise of the teacher's independent judgement on almost every matter of moment.*

Current initiatives in Queensland, as in most of Australia, to devolve decision-making to schools, to communities and to classrooms must be regarded as an appropriate, long overdue response to this historical problem. Nevertheless, it was pointed out at the regional workshops that devolution in itself will not guarantee any improvement in teachers' professional image. As was highlighted at the Townsville seminar, teachers depend more than anything else for their sense of professional worth on the knowledge that their work is meaningful and effective - devolution may appear to give teachers more decision-making authority, but *how does it actually improve teaching and learning?* At this early stage of the process of devolving authority to schools in Queensland the answer to this critical question is disconcertingly vague. To complicate the issue further the historical origins of the trend to devolution are unclear, though it is generally presumed that they are based in American, Japanese and European management literature. To what extent, then, are these trends in foreign corporate management systems compatible with distinctive features of Australian culture, particularly Australian education?

The trend to devolution also comes at a time when the tension between forces of tradition and forces of change in schools is great. The introduction of Asian languages, for example, is generally not disputed until the question of what should be omitted from the existing curriculum is addressed. At that point, however, the complexity of the decision process itself becomes very evident, with many teachers

recognising that the process of curriculum priority setting is more complex than the amount of time and resources available at the school level often allow.

Participants at the Bowen seminar presented a perspective that was somewhat different. They pointed out that in a time of rapid change the authority for deciding what knowledge is of most value must reside as close to the classroom as possible, and must involve teachers. Therefore, devolution should result in teachers being able to view themselves as more involved in essential functions of schooling than they have been in the past. The Bowen and Ipswich seminars both pointed out, also, that image and power cannot be separated and that, since financial devolution is the means to real power, it is also integral to teachers' professional image. Again, however, the issue of how financial devolution can be implemented to actually improve levels of classroom achievement remains to be addressed.

At Kingaroy, it was noted that teaching has historically been a cellular profession, with limited opportunities for collaborative or collegial decision-making. Current trends towards school councils and self-managing schools represent a significant cultural adjustment from this well-ingrained outlook. The task of developing mature models of collaborative, collegial and community-based decision making therefore must be regarded as long term. If this task is viewed simplistically it will probably be unable to respond adequately to the real educational needs of the community and will be abandoned, with the further tainting of teachers' professional image a likely byproduct.

Participants at the Canberra workshop indicated that their experiences with devolved decision-making tend to substantiate concerns expressed in the QIEA regional workshops. They suggested that devolution, to be effective, must be multi-faceted. That is, it should recognise that devolved decision-making is an incomplete process if it does not incorporate curriculum priority setting, staff development, budgetary processes and time allocations in a continuous cycle of collaborative planning and evaluation. They suggested also that highly effective teacher networks are essential if new conceptions of decision-making are to be developed and if devolution is to impact in a significant way upon the aspects of classroom practice that most concern teachers on a daily basis.

The conclusions of Queensland teachers regarding the relationship between their decision-making power and their sense of professional worth are further illuminated by research undertaken in the early 1980's by John Goodlad. Goodlad deduced from his extensive studies that teams of professionals, centred at the school level, are in the best position to make important educational decisions that impact directly upon students. However, to be effective, school-level decision-making must integrate sound leadership, teacher expertise and an adequate resource base (including time, professional development and thorough decision procedures). Where these variables are brought together, professional morale is most likely to be positive and educational effectiveness will very likely to be high. When one or more variables is absent, teacher morale will be affected adversely and the effectiveness of the educational process is also likely to suffer.

Thus, a positive teacher image would certainly appear to depend on teachers viewing themselves as professional decision-makers. The current trend to devolution has the potential to improve teachers' role in decision-making, thereby contributing to an enhanced image and to improved learning processes. It is important, however, that devolved decision-making be viewed as a highly complex process that is not yet adequately developed or well-understood in Australian educational contexts.

Three proposals for action arose out of the workshop discussions regarding the decision-making power of teachers. These were:

ACTION **12** Teachers should take assertive stances to ensure that devolved decision-making involves the components of school goals, resource allocations and teacher expertise in an on-going cycle of planning.

ACTION **13** The links between devolved authority and enhanced learning outcomes should be investigated by professional organisations (like QIEA) and the results articulated to teachers and the community for debate.

ACTION **14** Models of collegial decision-making should be investigated by professional and academic groups in terms of their roots in Australian culture and traditions.

Issue Five
PUBLIC PRESENTATION AND REPRESENTATION

Concerns expressed by QIEA members in the 1988 survey were reinforced as 'teacher bashing' became increasingly apparent during 1989. By mid-year, the outcry was difficult to ignore. Headings in state and national newspapers repeated a dismal and negative theme: 'Young staff fail in rural schools, says Government Report' (*Sydney Morning Herald*, 13 July 1989); 'Teachers: deserving or greedy' (*The West Australian*, 15 July 1989); 'Unhappy teachers leaving in droves' (*The Canberra Times*, 10 July 1989); 'Brain drain hits schools, says union' (*Townsville Bulletin*, 3 June 1989).

Regional groups interpreted such negative public portrayals of their work as seriously damaging to their professional image. Clearly, since teachers themselves read newspapers and watch the television news, it can be expected that they as much as any other segment of society will be influenced by such reporting. Regardless of what individual teachers do, or what they think of their personal efforts at school or in the classroom, their professional integrity can only be seriously undermined by sweeping criticisms. The significance of the media's influence on the image of teaching is highlighted by Knight (1990) when he says that one reason for the positive image which teaching enjoys in New Zealand is that the profession has not experienced 'the continual teacher bashing by the media that has taken place in Australia'. In the United States, by contrast, Porter (1990) observes that 'the main thrust of public rhetoric about schooling, teachers and teaching has been predominently negative for at least a decade'. It would seem to be most important to teachers' welfare, and indirectly to the welfare of students, that Australia not proceed unthinkingly or unknowingly any further down the American path.

Some may accept media reporting for what it is — sensationalist and superficial. However, in the absence of reasoned responses from professional leaders or other representatives, one lasting impression may be that teachers lack the wherewithal, or the conviction, to defend themselves - substantiation to the critics that teaching is, indeed, a vulnerable and apathetic profession. This point had been made by the Schools Council (1989) along with the observation that it points to one of the major problems in recruiting able people into teaching in the 1990's.

Regional groups clearly felt that teachers themselves must take a direct responsibility for the ways they are represented publicly if their image is to change. As was noted in Cairns, if professional educational groups (like QIEA, ACEA or ACE) do not take proactive steps to promote the social and cultural significance of excellent teaching, why should anyone else? At present, Cairns participants observed, two types of educational reporting are dominant. The first is sensationalist and centres on

perceived deficiencies in schools and the teaching profession. The second involves routine coverage of school events and tends to obscure, if not distort, the complexity of teaching and learning. What is needed is a series of initiatives to identify what teachers believe should be reported about their work in the media, along with consideration of how to dress up such reports in publicly appealing descriptions. If this can be done - and it can be done, according to Cairns participants - the professional image of teachers will be significantly enhanced.

At the Toowoomba and Torres Strait regional workshops the problem of representation was seen in the same light though a different solution was proposed. That is, education in the 1990's is not linked to a set of national or cultural ideals that are publicly understood, with the result that even the most outstanding teacher, in the eyes of parents, is viewed only in relation to the welfare of individual children - their own! The profession in Australia lacks an umbrella organisation that can be relied upon to link teaching and learning to broad societal goals and to depict education in clear, commonsense terms to public and political bodies, and, indeed, to teachers themselves. As Torres Strait participants noted, the stress and anxiety imposed upon teachers by difficult social contexts is a problem in itself; it is greatly exacerbated, however, by the absence of a mechanism for demonstrating that teachers deal on a daily basis with stresses imposed from outside the school rather than of their own making.

Participants in the Bowen workshop pointed out that the 1990 *Have Your Say* initiative of the State Department of Education had been excellent in providing teachers with a means of expressing professional concerns and criticisms - perhaps the first opportunity of its type in Queensland education. Many teachers would be interested in engaging in professional and public debate about education but historically have been prevented from doing so by Public Service regulations. Outstanding and committed professionals should be encouraged to take part in community debate and to take a stance on educational issues. Will advanced skills teachers be able to promote education and teaching in the community by participating in, and perhaps initiating, public debate about education? It is to be hoped so, though as the Bowen workshop observed, skills in public relations and interacting with the media must first of all be developed.

At Kingaroy, it was noted that organisational restructuring will result in a 'flatter' organisation and in more broadly distributed educational leadership. If the new forms of leadership that are anticipated are to fill the vacuum vacated by previous levels of the educational hierarchy, school principals and advanced skills teachers in particular must be given opportunity to clarify their educational philosophies and to acquire appreciation for education in a broader context than their individual schools. This seems to imply a significant responsibility for the various forms of clusters and school support centres that are currently emerging throughout Australia.

Finally, Canberra workshop participants who considered the issue of representation took the position that every school must take the opportunity, through its formal communications with parents, to balance the negative portrayals that tend to dominate in the popular media. For example, a basic rule-of-thumb in such communications as school newsletters might be that education be presented as a

partnership comprising three sets of unique needs and skills - those of parents, those of learners and those of teachers. It must surely be detrimental to education and to the image of teaching when school-based communications understate or ignore the highly specialised skills, talents and knowledge that teachers bring to their work.

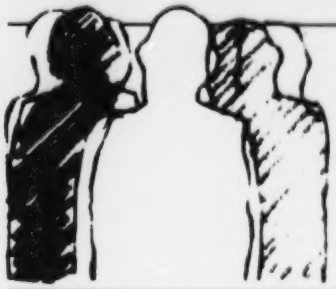
Four proposals for action arose out of workshop discussions pertaining to the public presentation and representation of teachers and their work. These were:

ACTION **15** Senior leaders in all fields of education - schools, systems, unions, tertiary institutions - should recognise that they are doing too little to ensure that education is presented in a balanced light, and that they have a clear responsibility to act otherwise.

ACTION **16** Public relations and promotional activities should be considered by school principals as important dimensions of their leadership roles.

ACTION **17** Educational conferences should include a problem solving component directed at creating policies and procedures to enhance the quality of teaching and its public representation.

ACTION **18** Professional organisations should come together to promote the creation of an umbrella organisation that can represent all aspects of the profession in dialogue with government, the media and public organisations.



Issue Six
THE TEACHING WORKPLACE

While the attention of regional groups did not focus on workplace issues to the extent that might have been expected, there is no doubt that unsatisfactory professional conditions are viewed by many teachers as contributing directly to a negative professional image.

Studies in Australia, the United Kingdom and North America over the past decade have consistently and conclusively pointed to several aspects of teachers' work conditions as unbefitting an important profession. Many schools are regarded by the teachers who work in them as physically unattractive - a fact that becomes important when it is recognised that the environment of the workplace enters individuals' perceptions of the worth of their occupation (Cresap, McCormick and Paget, 1984). For example, while the situation prevails whereby teachers lack the desk, floor and storage space to enable them to prepare effectively for lessons, a fact of life in 18% of Australian classrooms, there will be serious impediments to any initiatives to improve teachers' views of their sense of worth (Schools Council, 1990:71).

A second aspect of conditions, that of workload, is also of perceived importance. Participants in the regional workshops did not suggest that teachers' hours are too long, or that the task of teaching is inherently too difficult to enable satisfactory results to be achieved within the time available. What they did suggest is that the demands of non-teaching time have become excessive, creating serious impediments to both teaching and learning; and that paperwork is frequently timeconsuming, laborious and seemingly irrelevant, pointing to a feeling on the part of many teachers that their most significant responsibility (that is, to teach) is viewed by system authorities as able to be compromised whenever administrative convenience so requires. A number of authors have commented strongly on this issue. Wise (1985:75) argues that 'teachers work in inefficient conditions we would not tolerate in business' while Barcan (1990:3) observes that 'teachers have long had to endure daily working conditions which few other white or blue collar workers would countenance'.

In summary, all groups seemed to support the conclusion of the Carnegie Task Force (1986) that aspects of the work environment may be causing many outstanding teachers to leave the profession, and may also be making it difficult to attract some potentially excellent professionals into the vocation. Teachers themselves know this. They find it demoralising and its negative effect on their sense of worth is predictable. In a very broad sense, participants at the QIEA regional workshops would undoubtedly agree with Goran Persson, the Swedish Minister for Schools and Adult

Education who opened the recent OECD conference on Teacher Policies for the 1990's with the following statement:

> *'We cannot say one minute that (schooling) is the prime task of society and then, the next, pay for it as if it were something we could do without. The same goes for the occupational environment - which teachers share with their pupils. If we let our school buildings go to rack and ruin this will be our valuation of what goes on inside them.'* (Schools Council, 1990:69)

The Bowen and Mackay regional groups noted that the 'Cinderella' image that teachers have allowed to develop, where they frequently subsidise their work from their own pockets, may in some aspects be self-defeating. That is, it permits system and school authorities to avoid the ultimate responsibility of ensuring that schools are funded adequately. It also serves to reinforce a possible public perception that, while many schools seem to be poorly resourced, the attainment of resources can be regarded as a responsibility of teachers and to some extent as a function of teaching itself. Perceptions of this type serve to confuse understanding of the essential qualities of teaching and to undermine the integrity of the profession.

Brisbane participants in the phase three workshop focussed on what they called the 'psychological' aspects of teachers' working conditions. They noted that teaching is unique in the modern work world for the continuous demands it places on professionals for social interaction. Opportunities to be alone during the day are frequently not available, contributing to a perception amongst many classroom practitioners that their personal welfare is of limited concern to employing authorities, school administrators or their profession. Such perceptions may contribute to a negative self-image.

A further aspect of teaching conditions highlighted by regional groups pertained to the issue of career opportunities. At both Ipswich and Cairns, it was noted that an enhanced value on classroom teaching would serve to alleviate personal stress, to attract and keep high quality teachers and, ultimately, to nurture an image of teaching as an exciting occupation characterised by specialisation and varied opportunities. But professional specialisation and varied opportunity do not exist in teaching to the extent that is often found in other professions. For example, specialisation in diagnosis, in evaluation, in instructional design, and so on, is almost never a consideration in staffing decisions. The result is that vocational alternatives tend to be very limited within schools, systems and the profession generally. To this broad observation, the Cairns group added that few opportunities exist for teachers to withdraw from situations where they are encountering difficulty - a working condition which is accorded as a matter of course in many other professions.

At both the Cairns and Ipswich workshops it was noted that the fundamental restructuring of education systems that is currently taking place throughout Australia has the potential to both improve and detract from the quality of teachers' work conditions. On the one hand, award restructuring may open up an exciting range of specialist roles for classroom practitioners. On the other hand, introduction of a tiered hierarchy within the ranks of teachers, just as the concept of school-based professional teamwork is beginning to emerge, would surely be unfortunate.

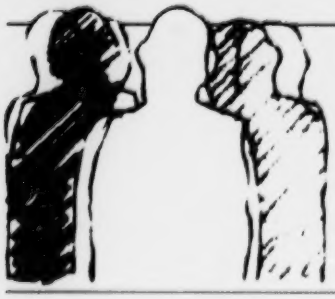
The observations of the Ipswich and Cairns participants were pursued at some length at the Canberra workshop. It was agreed that the 'flat' structures being encouraged in many educational systems may remove traditional opportunities for career advancement and professional actualisation, thereby necessitating creation of a wider range of specialised teaching positions than has existed historically. It was noted also that processes like job rotation, flexible teaching patterns and redeployment, unless very carefully developed, may serve to obscure the need for revitalised career structures for teachers, rather than actually provide them.

Three proposals for action arose out of workshop discussions pertaining to conditions of the workplace. These were:

ACTION **19** A national statement of standards for teaching conditions - physical, industrial, psychological, environmental - should be developed for use by systems, communities and school staffs in assessing the adequacy of existing conditions and how these might be enhanced. The statement in question could be developed as an appendix to the Hobart Declaration on Schooling (1989).

ACTION **20** Employers and industrial associations should promote a professional reward system that offers enhanced opportunities for specialisation, consultancy and role exchange without creating complex hierarchies within the ranks of classroom teachers.

ACTION **21** Exploration of ways to make more efficient use of existing educational resources should be undertaken by school and community groups.



Issue Seven PROFESSIONAL DEVELOPMENT AND INSERVICE EDUCATION

Continuous upgrading in the essential skills and processes of pedagogy is a requirement if teaching is to attain an image as a dynamic and relevant profession. On the one hand, considerable progress has been made in recent years towards this end, with approximately 50% of Australian teachers now possessing tertiary degrees, 25% engaged in formal study each year, in excess of 80% belonging to a professional association of their choice and almost all engaged in inservice activities on a fairly regular basis (Schools Council, 1990, p.38). Statistics of this type notwithstanding, participants in QIEA's regional workshops expressed widespread dissatisfaction with the opportunities for professional upgrading that are available to them and suggested that inadequate and inappropriate upgrading is one the key factors standing in the way of an enhanced professional image.

At both Dalby and Bundaberg, it was noted that most professional upgrading activities in which teachers have engaged historically have not been linked to clear system goals, nor have they enabled teachers to further their career goals. Professional upgrading, it was claimed, should have obvious benefits for both the system and the individual. Responsibility for ensuring that it is relevant and of high quality should therefore be mutually shared, as proposed in the *Project 21* reports referred to earlier.

The Chinchilla regional group suggested that one cause of the inadequate upgrading opportunities that exist for teachers may lie in a confusion about whose purposes should be served by different kinds of activities. This regional group proposed a conceptual separation of inservice from professional development, with the former linked to system goals and the latter regarded as a personal initiative linked to award conditions and career planning.

At Townsville, the perceived inferior quality of much inservice was attributed to the absence of a strategic plan that identifies high quality providers and then enables providers to assist with classroom implementation upon completion of the inservice activity. Townsville participants noted that current initiatives to enable professional development projects to be undertaken in conjunction with relevant university courses might serve to link theory and practice in a systematic way. Such initiatives might also provide a means for professional development to acquire more of a personal dimension, with prepackaged knowledge able to be challenged, and reflected upon, in the context of teachers' own values and their primary concern - the welfare of the children they teach. This point was also addressed at the Bowen workshop, where participants concluded that quality in inservice education is more likely to be achieved

through carefully spaced, longterm projects that involve expert tutelage, teacher reflection and immediate follow-up.

Participants in the Redcliffe session drew attention to some of the negative side effects that poorly articulated inservice activities can create for teachers' professional image. In particular, parental unrest can occur very easily if the functions of particular activities are not explained in terms of the improved skill development that is sought and the direct benefits that are believed will accrue to the school and to students.

Building on examples of this type, the Redcliffe group drew a direct link between professional development and professional image. The link was presented as a two-way process. On the one hand, teachers who are characterised by a high level of professional pride and self-esteem tend to be more willing to learn and therefore tend to gain most from upgrading experiences. On the other hand, developmental activities of high quality tend to nurture positive attitudes and professional confidence. Professional development and professional image are therefore inextricably linked in the lives of committed teachers.

Participants in the Redcliffe regional session proceeded to establish their view of the components of a high quality professional development program. These were expanded upon at the Canberra workshop, with the following results:

A high quality upgrading program should be linked to
a) goals that are endorsed by the system
b) certification needs
c) personal values
d) practical priorities
e) opportunities for consultation with resource staff during follow-up
f) various models of delivery, including opportunities for school-based development, system-wide networking and individual reflection and study.

A number of Australian and overseas authorities have confirmed the views of QIEA regional workshop participants regarding the inadequacies of many current approaches to professional upgrading. Thus, while it is accepted widely that inservice education can be a vehicle for enhancing the autonomy and professional self-esteem of teachers (Coulter and Ingvarson, 1984), it is evident from the literature that examples of high quality professional upgrading are quite rare. For example, only limited attempts have been made to integrate professional development activities with career stages (Levine, 1987), with different learning styles among adults (Boomer, 1988) or with different types of pedagogical knowledge (Darling-Hammond, 1989). Clearly, the concepts of professional development and inservice need extensive consideration if they are to become vehicles for the enhancement of image that teachers expect them to be.

Four proposals for action arose out of workshop discussions pertaining to professional development and inservice education. These were:

ACTION **22** Inservice education and professional development should be separated conceptually (though not necessarily in practice) with inservice regarded as a system responsibility and professional development regarded as a personal initative linked to award conditions and career aspirations.

ACTION **23** Professional development should be regarded as essential to effective teaching, with an expectation held that all teachers will engage in annual upgrading to maintain and enhance their pedagogical competence.

ACTION **24** The purposes of professional development should be communicated to parents and the community as a requirement for maintaining and enhancing the competence, reputation and image of practising educators.

ACTION **25** Tertiary institutions should be encouraged to work closely with systems to develop criteria for the certification of comprehensive inservice programs in university courses.

Section Three
Conclusion

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Glimpses of an enhanced professional image

This report breaks from recent tradition by portraying an optimistic future for the teaching profession.

Teachers, school administrators, tertiary lecturers, consultants and system managers who participated in the various problem solving workshops were insistent that, though they view their current image with considerable concern and disquiet, teaching has the potential to emerge in the short-term future as a fully-developed, mature profession.

The question of why 'professional image' should preoccupy the thoughts and energies of a sector of the community that currently has precious little time for such introspection is important to consider. Indeed, it is an easy question to avoid if for no other reason than that the majority of teachers feel personally competent and in control of their work and are well-regarded by their students and the immediate community. It is also true that professionalism in itself, removed from consideration of the quality of classroom life and the well-being of students, is an empty and inconsequential matter.

The educators who participated in the QIEA workshops as a mean to promoting the image of their profession also provided a rationale for why the means to an enhanced image should be pursued vigorously.

Consistently throughout the workshops the point was made that teachers are the essential key to improved education in Australian schools. No amount of system restructuring, political exhortation or scholarly investigation will impact upon classroom life if the teachers who spend their working lives there feel negatively about their sense of worth and identity. The achievement of an enhanced image on the part of teachers is therefore not only in the best interests of teachers themselves but of the community and of the nation.

Can Australian teachers achieve such an image? The expectation, judging by the outcomes of the QIEA workshop series, is optimistic and encouraging.

Workshop participants were equally insistent that they perceive their future as linked to their own efforts. Certainly, in such a diverse vocational group the means to systematic professional development are very difficult to set in train. This is particularly the case in Australia, where teaching is essentially a public enterprise and where professional leadership has historically come at least as much from employing agencies as from teachers themselves, and where promotional and transfer systems have often served to inhibit professional action at local and regional levels.

These historical forces notwithstanding, the QIEA workshops revealed a clear conviction that the way to the future, for the teaching profession, will be charted by teachers themselves. The image of teaching, and of teachers, will not improve if left to the media, to public opinion or to governments. Teachers view themselves as having the wherewithal, in the final analysis, to create the type of image that they desire without outside direction. In a nutshell, they accept that, as a profession, they must rise to meet the challenges.

Section Four

Next steps: Where does your responsibility lie?

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Rating your professional concerns

Each of us is responsible for enhancing the image of the teaching profession, and thus for improving the quality of teaching and learning in our classrooms. From the list of twenty-five proposals for action that arose from the QIEA workshops, it is possible for you to identify those that are within your power to influence.

To get started in making your selection, you may find it helpful to review the following brief synopses of the seven issues that were discussed in section two of this report. Which issue is of greatest interest to you, and is most possible for you to influence in your particular role in the teaching profession? Having decided on the issue that seems most relevant, review the proposals for action that QIEA regional groups articulated for priority attention. How can you, in your work, take action to promote one or more of these proposals? It will not be easy, but whatever you achieve will bring our profession a little closer to realising its potential.

Issue One
THE COMPLEXITY OF TEACHING AND LEARNING

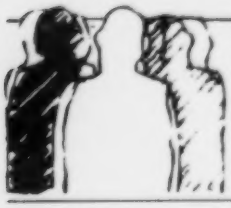
Synopsis: The world of teaching is currently viewed, and portrayed, in terms that tend to be far too routine and simple. The reality of excellent teaching as highly complex and specialised processes, linked to essential societal needs, has become obscure and confused in the eyes of the community and, indeed, of ourselves as teachers. *Revised images of teaching and learning are urgently needed.*

Proposals for Action	What I Can Do
1. Classroom practitioners who are recognised for their outstanding skills, such as advanced skills teachers, should take a leading role in conceptualising and articulating the subtleties and complexities of effective teaching and learning processes.	
2. Professional associations, particularly in subject areas, should generate approaches to collegial inquiry that will enable classroom teachers to reflect upon their work, to assess their teaching methods and to refine their specialist teaching skills.	
3. Principals and teachers who report the academic, sporting, cultural and other achievements of students through the media should emphasise, where possible, the intrinsic qualities of what has been learned, or achieved, and also of associated outstanding teaching methodologies.	

Issue Two
SELECTION OF CANDIDATES FOR TEACHER EDUCATION

Synopsis: Minimal efforts are currently made to influence talented secondary school and mature age students to select teaching as their chosen vocation. The net effect is that many potentially outstanding educators are lost to the profession, and are denied the opportunity to achieve a degree of self-actualisation that many other professions cannot offer. *Short and long term selection initiatives must be created.*

Proposals for Action	What I Can Do
4. School leavers seeking admission to teacher education courses should demonstrate predetermined levels of literacy, numeracy and disciplinary knowledge (appropriate to the specialisation being sought). Bridging courses should be made available to those students who do not demonstrate appropriate levels of competence at the point of initial entry to teacher education.	
5. 'School recommendation' should be included as one criterion for acceptance into teacher education courses, with such recommendation based on documented evidence of potential for, and commitment to, working with children and young adults.	
6. Professional promotion campaigns should be developed around the profiles of highly successful role models (male and female, primary and secondary, diverse specialisations) with a view to illuminating among potential mature age and high school applicants for tertiary places the intrinsic challenges and rewards of teaching as a career.	



Issue Three
PRESERVICE TEACHER EDUCATION

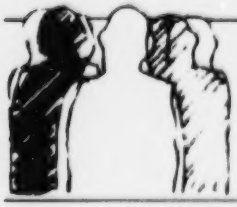
Synopsis: The gap between teacher education and the reality of the workplace has become very noticeable. In terms of both theory and practice, teacher education requires major revitalisation. *It is a task that should be feasible to undertake through schools and tertiary institutions working together.*

Proposals for Action	What I Can Do
7. All preservice education should encompass four-year, degree courses, and the fourth year of such courses should emphasise extended and specialised practicum experience.	
8. Codes of Professional Standards should be developed by representatives of tertiary institutions, schools and preservice students. Codes should include: (a) expectations for the professional activities of preservice students; (b) standards for exemplary practice by supervising professionals from both schools and tertiary institutions.	
9. The in-schools component of preservice teacher education should include emphasis on collaborative learning with peers (e.g. the clinical analysis of personal practices) and with supervising staff (e.g. action research).	
10. School/faculty committees, or some similar structure, should be used to ensure that innovative organisational practices in education systems are incorporated at appropriate levels in preservice education courses.	
11. A flexible system of staff interchanges between schools, school clusters and tertiary institutions should be instituted on a significantly expanded scale.	

Issue Four
THE DECISION-MAKING POWER OF TEACHERS

Synopsis: Devolution offers teachers genuine opportunities to enhance their work and their professional image. It also poses a threat of fragmentation within the profession and of alienation of teachers from administrators. *What will eventuate? That is up to us to determine.*

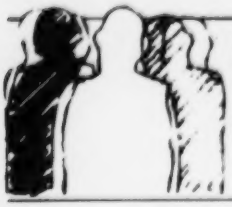
Proposals for Action	What I Can Do
12. Teachers should take assertive stances to ensure that devolved decision-making involves the components of school goals, resource allocations and teacher expertise in an on-going cycle of planning.	
13. The links between devolved authority and enhanced learning outcomes should be investigated by professional organisations (like QIEA) and the results articulated to teachers and the community for debate.	
14. Models of collegial decision-making should be investigated by professional and academic groups in terms of their roots in Australian culture and traditions.	



Issue Five
PUBLIC PRESENTATION AND REPRESENTATION

Synopsis: Historically, teachers have not had to fend for themselves in the media. Indeed they have usually not been permitted to. But the times have changed and the profession needs new skills in public relations and marketing and new vehicles for articulating the value of teachers' work. *Can we meet the challenge?*

Proposals for Action	What I Can Do
15. Senior leaders in all fields of education - schools, systems, unions, tertiary institutions - should recognise that they are doing too little to ensure that education is presented in a balanced light, and that they have a clear responsibility to act otherwise.	
16. Public relations and promotional activities should be considered by school principals as important dimensions of their leadership roles.	
17. Educational conferences should include a problem solving component directed at creating policies and procedures to enhance the quality of teaching and its public representation.	
18. Professional organisations should come together to promote the creation of an umbrella organisation that can represent all aspects of the profession in dialogue with government, the media and public organisations.	



Issue Six
THE TEACHING WORKPLACE

Synopsis: Most professions simply would not tolerate the daily conditions in which most teachers work, whether they be physical, industrial, psychological or environmental. The major constraints of difficult economic times are obvious to us all. *Nevertheless, untiring commitment to improved work conditions is of greater necessity than ever before.*

Proposals for Action	What I Can Do
19. A national statement of standards for teaching conditions - physical, industrial, psychological, environmental - should be developed for use by systems, communities and school staffs in assessing the adequacy of existing conditions and how these might be enhanced. The statement in question could be developed as an appendix to the Hobart Declaration on Schooling (1989).	
20. Employers and industrial associations should promote a professional reward system that offers enhanced opportunities for specialisation, consultancy and role exchange without creating complex hierarchies within the ranks of classroom teachers.	
21. Exploration of ways to make more efficient use of existing educational resources should be undertaken by school and community groups.	

Issue Seven
PROFESSIONAL DEVELOPMENT AND INSERVICE EDUCATION

Synopsis: Current professional development practices tend to occupy more time, energy and resources than their outcomes justify. In the final analysis, this creates more serious problems for teachers than it does for their employers or for the agencies offering the professional services. *Thus, it is not 'someone else's problem', it is essentially a problem for teachers to address.*

Proposals for Action	What I Can Do
22. Inservice education and professional development should be separated conceptually (though not necessarily in practice) with inservice regarded as a system responsibility and professional development regarded as a personal initative linked to award conditions and career aspirations.	
23. Professional development should be regarded as essential to effective teaching, with an expectation held that all teachers will engage in annual upgrading to maintain and enhance their pedagogical competence.	
24. The purposes of professional development should be communicated to parents and the community as a requirement for maintaining and enhancing the competence, reputation and image of practising educators.	
25. Tertiary institutions should be encouraged to work closely with systems to develop criteria for the certification of comprehensive inservice programs in university courses.	

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Appendices

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APPENDIX A

Participating QIEA Regional Groups

Location	Convener
Brisbane	Neville Fry
Bowen	Tony Watt
Bundaberg	Ian Boon
Cairns	Ron Daniels
Charleville	Jim Madden
Chinchilla	Mike Myerson
Dalby	Graham Pollit, Bob Callum
Gladstone	Dave Manttan, Bob Brandis
Ispwich	Chris Meadows
Kingaroy	David Ballin
Mackay	Ian Golding, Arthur Young
Redcliffe	Tom Hardy
Rockhampton	Gordon Crosswell
Toowoomba	Noel Stephenson
Torres Strait	Geoff Moor
Townsville	Iain Brooks, John Shelley

Also participating:

ACEA Canberra Region	Gwen McNeill

APPENDIX B

Outline of Processes

Phase 1: The Problem

The phase one workshops were conducted on Saturday 21 October 1989 at thirteen Queensland locations, and were attended by about two hundred Queensland teachers and school administrators. The suggested program for the workshop is contained in Appendix C. A nominal group technique was used to facilitate the identification of problems by participants, using video-recorded stimulus materials distributed in advance by QIEA. In total, about three hundred concerns were raised. A teleconference link was then established to enable regional groups to discuss their ideas with each other.

The three hundred concerns were registered in writing and forwarded to QIEA by the regional conveners. These were found to categorise into fourteen 'factors that contribute to a negative professional image' (Appendix D).

Phase 2: The Options

Phase two workshops were conducted at fifteen Queensland locations in April 1990 and were attended by 175 teachers and administrators. The suggested program appears in Appendix E. A version of the Q-sort technique was employed to enable participants to prioritise the fourteen factors that had emerged from phase one, to brainstorm responses to them, and to transpose priority responses into draft policy proposals.

The phase two workshops resulted in the generation of 39 policy proposals being forwarded to QIEA by the regional conveners. These were consolidated by the QIEA steering committee into nine 'elements of professional image'. They are delineated in Appendix F.

Phase 3: Charting New Directions

The final workshops in the series were held in October 1990 at some fourteen locations attended by 150 members and guests of QIEA. The phase three workshop participants were a more diverse group than had attended the earlier sessions because resource people with specialist expertise in individual policy areas were invited to join a number of the regional groups. The suggested program for phase three is provided in Appendix G.

The outcomes of the phase three workshops were tested for their applicability outside Queensland at a specially-convened workshop hosted by the ACEA Canberra Region in March 1991. The refined generalisations that emerged from the phase three workshops are the essence of the 'Image' project. They are presented in the form of seven issues in Section Two, the key section of this report.

APPENDIX C

Phase One Workshop Program

Day 1: Saturday, 12 October 1989

SUGGESTED PROGRAM (as outlined in an accompanying Phase One booklet)

Your groups may wish to vary the program to meet local circumstances. Whatever you do, make sure you are ready for the teleconference link at 2 pm.

8:45 - 9:00	Local Registration/Introduction
9:00 - 10:00	Videotaped Input
	1.0 Introduction Jarvis Finger, President, QIEA
	2.0 Perspectives on the Image of Teaching • The Queensland Department of Education - Director-General of Education, Ian Matheson. • The Queensland Teachers Union - Vice-President, Shane Groth. • The Queensland Association of Teachers in Independent Schools - Secretary, Peter O'Brien. • Ministerial Consultative Council on Curriculum - Chairman, Mike Middleton. • Board of Senior Secondary School Studies - Chairman, Ken Imison. • Board of Teacher Registration - Chairman, Merline Muldoon.
	3.0 Methodology for Group Activity John Roulston, Vice-President, QIEA
10:00 - 12:00	Group Workshop I Identifying the major concerns
12:00 - 1:00	Lunch
1:00 - 2:00	Group Workshop II Analysing concerns and seeking underlying causes
2:00 - 3:00	Teleconference Link Sharing your conclusions with colleagues throughout the State
3:00 - 3:15	Evaluation and Closure Discuss the evaluation form over a cup of coffee or a cool tinnie

APPENDIX D

Outcomes of Phase One Regional Workshops

Factors that contribute to a negative professional image
(Not in priority order)

1. The organisational changes and other changes expected of schools are overwhelming for many teachers.

2. Society has made schools a scapegoat for its problems and teachers can't respond satisfactorily to them.

3. Social problems in schools create discipline problems for teachers that undermine their job satisfaction and self-confidence.

4. Teachers are not treated by senior administrators as professional peers, or as professionals in their own right.

5. Workloads have become unreasonable and too removed from the basics of teaching.

6. Career opportunities are limited.

7. Media portrayals of teaching are negative and portray schools as doing a poor job.

8. Incompetence is not dealt with and marginal teachers are not helped by appraisal processes.

9. Resources, facilities and budgets are inadequate.

10. There is an absence of professional goals and future professional directions.

11. Classroom teachers lack control, power and decision-making authority.

12. Professional development is not linked to an appropriate reward system.

13. Teachers individually suffer from lack of confidence and a sense of importance.

14. Pre-service (including entry selection) is not generating graduates who are able to respond to the demands of the workplace.

APPENDIX E

Phase Two Workshop Program

Day 2: April 1990

SUGGESTED PROGRAM (as outlined in an accompanying Phase Two booklet)

Introduction	10 mins.
Video Presentation	40 mins.

Overview by Neville Fry, President QIEA
Panel Discussion of Phase One Results

- Associate Professor Frank Crowther
  University College of Southern Queensland
- Professor Paige Porter
  Department of Education, University of Queensland
- Ms Mary Kelly
  President, Queensland Teachers Union
- Mr David Lloyd
  President, Parents and Citizens Association, Toowoomba
- Mr Alan Druery
  Chairman, Queensland Catholic Education Commission

Workshop Procedures

Individual Q-sort Activity	20 mins.

Break for coffee or dinner

Small Group Q-sort Activity	15 mins.
Action Planning Activity	50 mins.

Clarification of Issue
Identification of Plausible Policy Response to the Issue
Creation of an Action Plan

Discussion of Workshop Outcomes	15 mins.

Forwarding of Results to QIEA for Synthesis

APPENDIX F

Outcomes of Phase Two Regional Workshops

ELEMENTS OF PROFESSIONAL IMAGE

- Professional Development
- Finances and Resources
- Devolution of Power to Schools and Teachers
- Teaching and Learning
- Stresses Created by School Problems
- Preservice Preparation
- Unsatisfactory Performance
- Professional Direction
- Paid Media Promotion

APPENDIX G

Phase Three Workshop Program

WORKSHOP PROGRAM (as outlined in an accompanying Phase Three booklet)

START-UP

1.	Registration/Introductions (Convener)	10 minutes
2.	Overview of Phase Three (Convener)	5 minutes
3.	Perusal of Phase Three materials (all)	10 minutes

WORK SESSION

1.	Discussion of your assigned topic - the Problem (Phase One) and Policy Proposal (Phase Two)	10 minutes
2.	Brainstorming (No constraints!)	25 minutes
3.	Creating the Action Plan for your assigned topic	50 minutes

NOTE: Use as many of the Phase Two suggestions as you can but do not feel restricted to the list that is provided. Be careful to specify *WHO* should carry them out (QIEA? Principals? QTU? Department? etc) and include *SPECIFIC* suggestions for *HOW* they can be implemented.

CULMINATION

1.	Collect materials to forward to QIEA	5 minutes
2.	Photo-time (for QIEA's records)	5 minutes

TOTAL: 120 minutes

A Final Word:

The future of our profession is in our hands.

THE IMAGE OF THE TEACHING PROFESSION

In recent years considerable evidence has emerged to indicate that the [illegible] professional image with disquiet and concern. Many have expressed concern [illegible] of the difficulties they have experienced in responding adequately to [illegible] work and misrepresentations of it in the media.

[illegible] series of three workshops held throughout Queensland during 1989 and 1990 over 500 teachers and school administrators addressed this issue - attempting to define the nature of the image problem, exploring factors which may have contributed to it and seeking strategies to respond to it.

The workshops revealed a clear conviction that the way to the future for the teaching profession will be charted by teachers themselves. The 25 concrete proposals for action that emanated from the workshops, and that are highlighted in this report, have the potential to greatly enhance the image of teaching as a profession and to enrich the quality of teaching and learning in classrooms throughout the country.

This report breaks from tradition by portraying an optimistic future for the teaching profession.

Queensland Institute for
Educational Administration

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